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Szabolcs Ottó 1927-2013

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Ottó Szabolcs (1927-2013)

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Szabolcs Ottó's works, his activities, his diverse network of connections, etc. plays a very important role in the dissolution processes of the middle and second half of the Kádár system ...

Túrkeve's high school teacher was a child, his father - until his death - was a prestigious man in the city; Ottó Szabolcs, who returned from deportation, continued his studies in Budapest and lived an active public life in the Communist Party, in the press policy and in the cinema sector .

Since something was wrong, he had been suspicious of him since 1949. Later it spread as a city legend that happened to him: he wrote a letter to Rákosi that he understood now that Comrade Rákosi had said that the enemy was embedded in the innermost circles of the party: obviously the enemy built into AVO would somehow settle for the people democracy, or even loyal people who are loyal to the Communist Party, will be taken by the OSCE. The naïve young man reporting to the state defense authority at Rákosi was fortunate to have one of his girlfriends (the legendary large number of girlfriends, of course, somewhat improves the statistical randomness of such a story) at the Rákosi secretariat as a postman, so the letter could not be in the recipient's or other competent hands , and the anxious daughter talked to the feeble young man about further proceedings against the State Security Authority.

He worked as a historical reporter for the Hungarian Academy of Sciences, perhaps better than the average of historians to get started with big careers, small compromises and big twists. Perhaps in this era he was based on the fact that his historians and even scholars were more interested in the work of his colleagues - the objectivity of this is the work of an unusual number of book critics, or a wide range of colleagues involved in history teacher training.

The first decade of the scientific career is the monograph on the social history and organization history of civil servants, civil servants of the Horthy era , followed by small monographs and studies. The work of Szabolcs plays a key role in the emergence of a new description of the Horthy system in the vicinity of György Ránki , which, alongside the ruling class of the great-grandfather-large landlord, promotes Christian civil servants as equal factors. These works

are still the basic books of studying intellectual history: eg. [Layers of Budapest in the first decade of the counter-revolutionary system](#) (1963), Unemployed graduates in the Horthy system (1964), Civil servants in the social base of the counter-revolutionary system (1965). But then there is the only youth work that he did not like to remember: the pedagogical history written together with Sándor Balogh.

Ottó Szabolcs (the ministry responsible for education, and then the headmaster of the institute of education) in the sixties and seventies is already of interest to the educational politicians of the era. [According to one possible interpretation](#) there was a struggle in education management between those with a commitment to the subject, to endeavor to resolve the worldview control, and to maintain a stronger ideology of the system. The first group mainly influenced its influence through the specialized supervision, the second by the general education supervision, Otto belonged to the former. For a precise interpretation of his role, we will get closer if someone writes the history of the National Institute of Pedagogy. In any case, it is a fact that Otto has been dragging (but not writing) the history of OPI conflicts for decades. The actors of the conflicts: Szabolcs, Báthory, Szebenyi no longer live.

1966 joins the international kultúrdiplomáciába, history textbooks Reconciliation - that the Franco-German match consideration real multinational a project has become an important element of, with Hungary international image of influencing the 60s, 70s, and this fortunately - unlike other educational policy szerepeitől - [Otto wrote](#).

The most important element of his life's work was the formation of history teaching. He did not write a textbook, but a kind of "textbook material". After the history of Erik Molnár's two-volume Hungary, written by Péter Hanák, in a one-volume "Thousand Year", his one-story story written with his friend, similarly historically-interested, but mostly medieval, early modern-day Unger Mátyás, is the only comprehensive promotion synthesis. Between 1965 and 1979, he appeared four times in Hungary, and is one of the world's most numerous Hungarian-themed books, as Ottó has often told him with a true self-irony that the book was included in a small series of Chinese books in the sense of the history of popular democratic countries. In this book, for the first time, a historical evaluation of the fifties took place for the first time - and indeed it was also a source of political excitement at the highest levels. (Ottó, for example, argued in vain that the portrait of every major Hungarian leader of the 11th-20th century is in the book, the worrying censor took the picture of Rákosi. Ottó Szabolcs put another picture with his so-called solution: "According to the personal cult of Rákosi The party congress was sitting under the photograph of Matthias" - this picture could have been left, so the volume could already have appeared." Otto's collection of text collections was also disguised as a history methodology, which, in a strictly textbook system, gave hundreds of thousands of students the opportunity to process alternative interpretations of history in the hands of hundreds of thousands of students.

Of course, Otto was really interested in hundreds of articles in the subject methodology, the History Teaching magazine, which he edited for decades, and this is evidenced by this study. In the last years of his professional career, he also compiled them, but he did not have the patience to write a great synthesis of history teaching. He was kindly acknowledged, but he did not react any more when he did [We tried to present his collections as a history of education policy, history teaching history](#). He spent hours at the Pest Faculty of Arts, where he (as part of a reorganization of OPI) "resettled" from 1984 as a full-time associate professor - according to the memory of many of us - is a history teaching 18-20. century history. It was not a monograph but a collection of resources, and work with András Katona.

Fortunately [however, he wrote the history of the Historical Society's teacher's section](#) , most of which (the history of further training, conferences), euphemistically speaking, intertwined with Otto's life, most of all in his prose (and most of all he was dealing with it) until the end of his 80s active career. These trainings, conferences, especially in the eighties, when Otto's institute and university colleagues were already able to discuss and discuss the most delicate historical and historical issues, but they could not have appeared in print, apart from the unattainable publications of the masses of teachers. were of great importance. The spirit and mood of these conferences and trainings made Otto a real cult figure among the then-middle-class teachers and teachers - and he felt very well with the company that was younger than he was then.

Szabolcs Ottó's works, his activities, his diverse network of connections, etc. it plays a very important role in the dissolution processes of the middle and the second half of the Kádár system, but after 1990 it became politically irrelevant. He never knew and wanted to make the slightest compromise for those who wanted to use history teaching to enhance nationalism, to rehabilitate the Horthy era - so he didn't want to start with the government leaders of the 1990s, 1998s, and 2010 cycles. However, his educational policy ideas - the 4+ 4 + 4 structure, the science-based curriculum structure and teacher training - were made out-of-date in the 1994, 2002, and 2006 cycles. He was the leader of consensus-backed consortium by the largest specialist organization of teachers - his authority in this area was unquestionable, but his influence on education policy was not.

The Vice-Rector of the Historical Society of ELTE , the Rector of the Historical Society, said goodbye, and some commemorations appeared. If we were in the 19th century, they would write a biographical monograph about it, but it is now out of fashion. However, I am sure that researchers working on the history of history teaching , cultural diplomacy and intellectual historiography of the second half of the 20th century will often cite their works and recall their activities. And for a couple of decades we will still be among us, whose dearest teacher, father good friend.

Péter Tibor Nagy